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2012

Social Influences on West Australian Adolescents' Recreational Book Reading

Margaret Merga

Presented at ECU Research Week 2012
This Presentation is posted at Research Online.
<http://ro.ecu.edu.au/crje/4>

Social Influences on West Australian Adolescents' Recreational Book Reading

Margaret Merga under supervision of
Dr Brian Moon, Mrs Barbara Harris and
Dr Jan Gray

National Year of Reading

- “...outside health and housing, encouraging a child to read and keeping them reading is arguably the single most important thing that can be done to influence positive outcomes in young people’s lives – socially, culturally, educationally and economically (ABS, 2012)”

Why Recreational Book Reading is Important

Independent Reading Minutes Per Day	Words read per year
65.0	4 358 000
21.1	1 823 000
4.6	282 000
0.1	8000

(Cunningham and Stanovich, 2001)

Australia

- **Enjoyment of recreational reading**
- **45% of primary students**
- **24% of secondary school students**
- **No other pleasure activity registered such a decrease in enjoyment post-puberty (Nieuwenhuizen, 2001)**
- **Aliteracy**

Symbolic Interactionism

Family

Teachers

Adolescents'
Attitudes toward
RBR

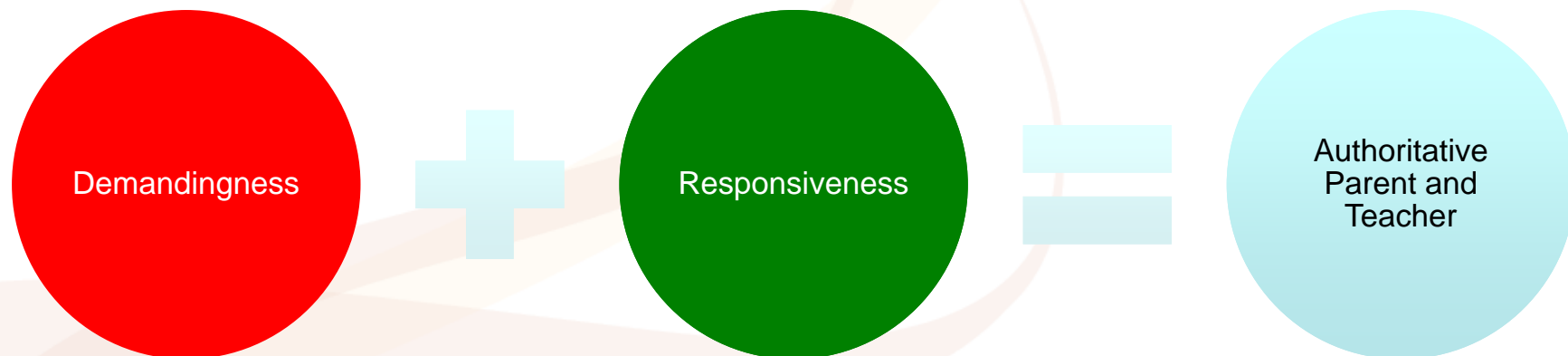
Friends and Peer Group

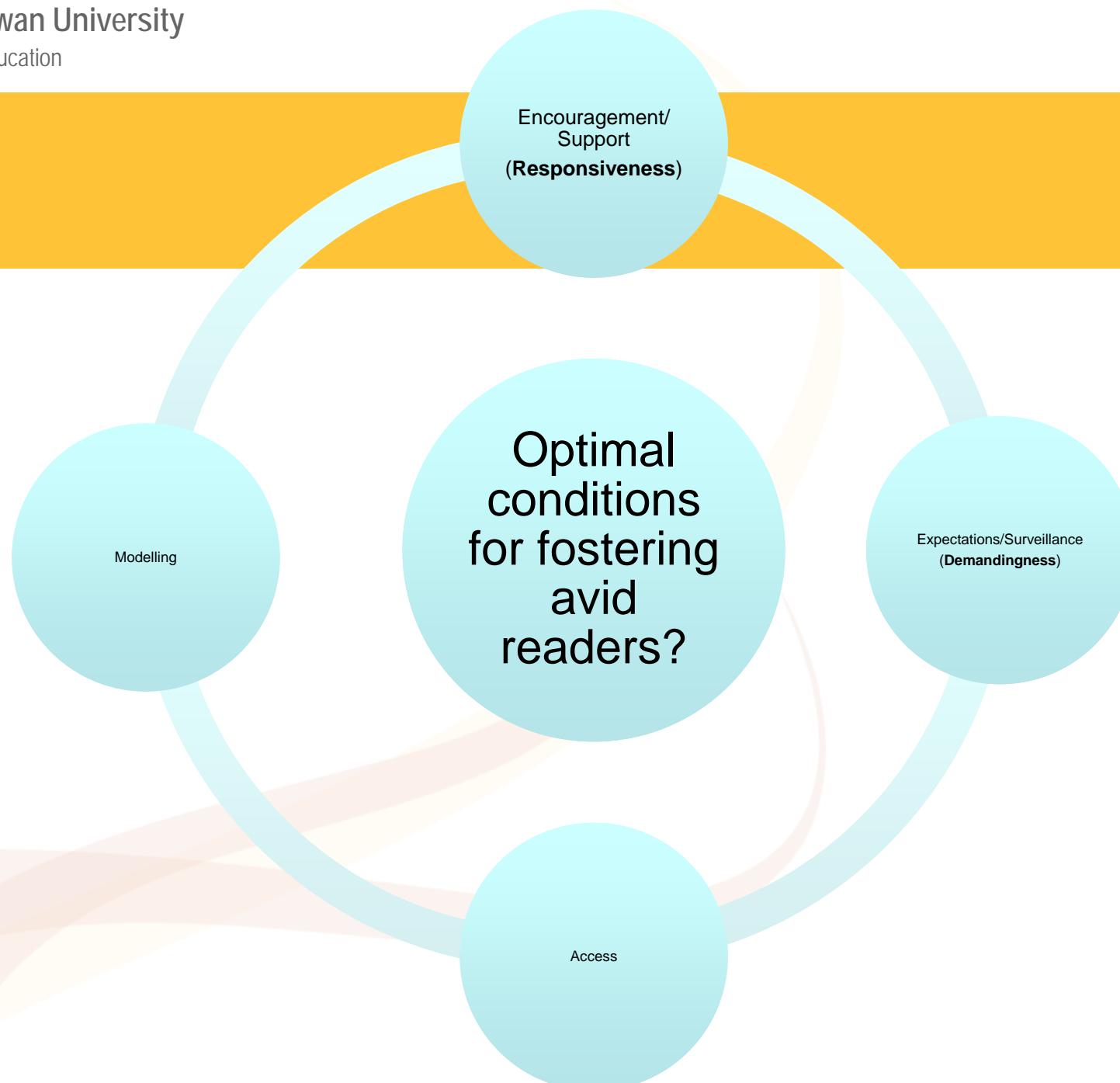
Media and Popular Culture

Social Model- Attitudes arising from social experiences and interactions

Baumrind's Configural Approach to Parental Authority (CAPA)

Styles: Authoritarian, Authoritative, Permissive, Rejecting/Neglecting





Research seeks to explore...

- Frequency and volume
- Current attitudes
- Impact of parents, English teachers, friends and peer group
- Changes in school policy and practice implied by the findings?

Methodology

- Mixed method- Explanatory Design (Creswell and Clark, 2007).
- Primarily quantitative survey
- Qualitative semi-structured interviews
- Differences important
- Currently in data collection phase

Feedback or questions?

Interested in your school participating?

Contact Margaret at
mmerga@our.ecu.edu.au

